

VISIT...

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Tutor Teaching Tips

Lesson 44: Long a Digraphs • Part 1

MATERIALS

Letter page

Introducing Long a Digraphs



10–15 minutes

Point to the picture on the letter page and read the word *snail* under it. Ask the child what vowel sound he/she hears in the word (long *a*). Point out that the *ai* digraph makes the long *a* sound in this word. Explain that there are other ways to spell the long *a* sound, and point out the digraphs *ay*, *ea*, *igh*, and *ey* at the bottom of the page. Have the child read the words at the bottom of the page with you. Ask the child to point to the letters that stand for the /ā/ sound in each of the words.

Word cards

Have the child sort the word cards according to the long *a* digraphs. If the child needs support, write the digraphs on a large sheet of paper and have the child place the cards under the right digraph. (*ai*, *ay*, *ea*, *igh*, *ey*)

Letter cards:
s, n, a, i, l, t, r;
Workmat

Blend Words



5–8 minutes

Give the child the letter cards *s*, *n*, *a*, *i*, and *l*, and have the child make the word *snail* in the row of five boxes as he/she pushes the letters into the boxes while saying the sounds. Remind the child that two letters make the /ā/ sound in the word. Ask the child what two letters he/she needs to change to make the word *trail* from the word *snail*. Then ask the child to take away the letter *t* in *trail* and tell you what word he/she has made (*rail*).

Letter cards:
c, h, a, i, n, d, r

Say the word *chain* and ask the child what letters he/she needs to replace on the workmat to make the word *chain*. Remind the child that the letters *c* and *h* stand for the /ch/ sound. Repeat the process and have the child make the word *drain*. Then have the child take away the letter *d* to make the word *rain*.

Game cards;
Game board;
Markers

Place the words in a stack on the table. Have the child draw a card and read the word. If he/she reads the word correctly, he/she can move along the game board the number of spaces indicated on the card.

Flash cards:
about, another,
later, never

Teach High-Frequency and Story Words



5–8 minutes

Read each new high-frequency word to the child as you hold up the flash card. Have the child look at each card and repeat the word. Then spell the word out loud, saying the letter names. As you spell the word, have the child repeat each letter name and write it in the air with his/her finger.

Flash cards:
France

Read the story word to the child while you hold up the card. Have the child repeat the word several times while looking at the card. Explain that France is a country in Europe.

Flash cards:
complete set

Read each review high-frequency word with the child as you hold up the card. Then combine all the cards and flash the cards several times for the child as he/she says each word. Tell the child the word if he/she forgets.

Tutor Teaching Tips

Lesson 44: Long a Digraphs • Part 2

MATERIALS

Letter page

Letter cards:
p, l, a, y, t, r,
s, w;
 Workmat

Flash cards

Practice sheet

Decodable book:
Jake and Gail
Go to Spain

Decodable book;
 Take-home
 practice sheet

Game cards;
 Game board;
 Markers

Review Part 1



5–10 minutes

If the second part of the lesson is done on a different day, show the child the letter page and review the digraphs.

Give the child the letter cards *p, l, a,* and *y* and have the child make the word *play* in the row of four boxes as he/she pushes the letters into the boxes while saying the sounds. Remind the child that in the word *play*, the letters *a* and *y* stand for the /ā/ sound in the word. Ask the child to replace the blend at the beginning of the word *play* to make the word *tray*. Then say the word *sway* and ask the child what letters he/she needs to replace on the workmat to make the word *sway*. Finally, repeat with the word *spray* and have the child use the row of five boxes.

Show the child the flash cards one at a time and have the child read each word. Repeat several times.

Decoding Practice



15–20 minutes

Have the child sound out each word as he/she runs his/her finger under the letters in each word. Then have the child say the whole word. Point out different spellings for the long *a* sound. Point out the *-ed* ending on the words *stayed* and *weighed* and, if necessary, cover it with your finger while the child first sounds out the root word.

Have the child sound out the review words in row 2. Point out the two parts of the words *inside* (in/side) and *ticket* (tick/et), and have the child sound out each part before blending them together.

Have the child read the high-frequency words in rows 3 and 4 as quickly as he/she can, without sounding them out. If the child hesitates on a word, tell him/her the word and have him/her repeat it.

Have the child read the phrases in row 5 and the sentences in row 6, sounding out the decodable words and saying the high-frequency words quickly.

Have the child read the decodable book aloud, sounding out the decodable words. If he/she has difficulty, say the word slowly and have the child repeat it. Have the child read the high-frequency words and story words quickly, without sounding them out. If the child doesn't know a high-frequency or story word, tell him/her the word.

When the child has finished reading the book, ask the child to tell you what happened when Gail and Jake got to Spain.

Home Connection

Encourage the child to take the book home to read with a family member or to practice reading the book in his/her own time. Tell the child that you will listen to him/her read the book the next time you are together. Have the child complete the take-home practice sheet with a family member.

Optional Activity

If time permits, play the game from Part 1 again.

Long a Digraphs



snail

ay: spray way tray

ea: break steak great

eigh: neigh weigh sleigh

ey: they whey prey



trail

brain

strain

faint

bait

pail

clay

may



stay

way

steak

great

weigh

sleigh

they

whey



s	n	a	l	t
r	c	h	d	y
w	p	i		

way

2

hay

2

spray

4

drain

4

maid

3

frail

4

prey

4

sleigh

5

break

5

stay

3

weigh

5

rain

1

tail

2

braid

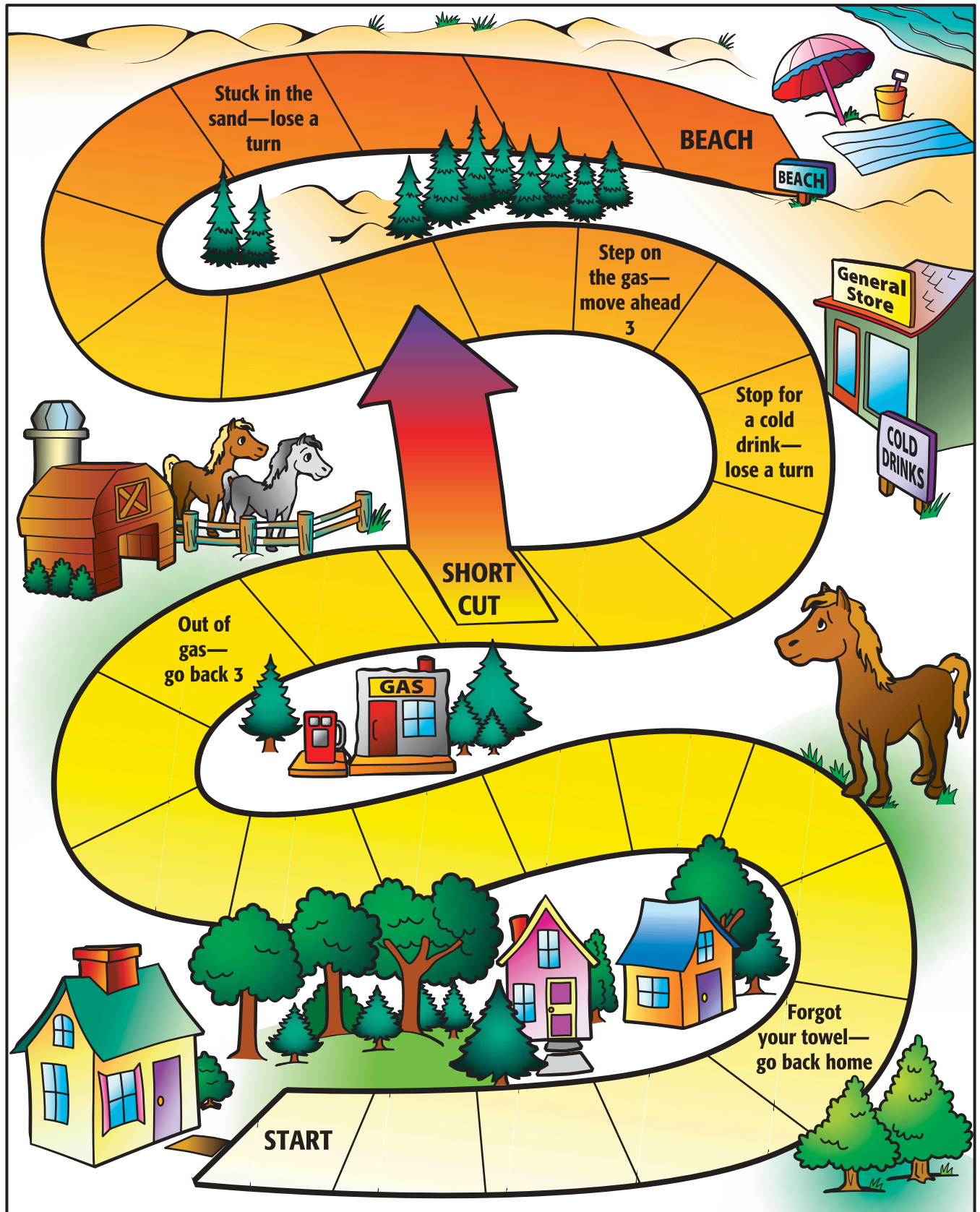
3

day

1

steak

5



later

never

about

another

France

lived

where

how

both

know

over

good

happy

took

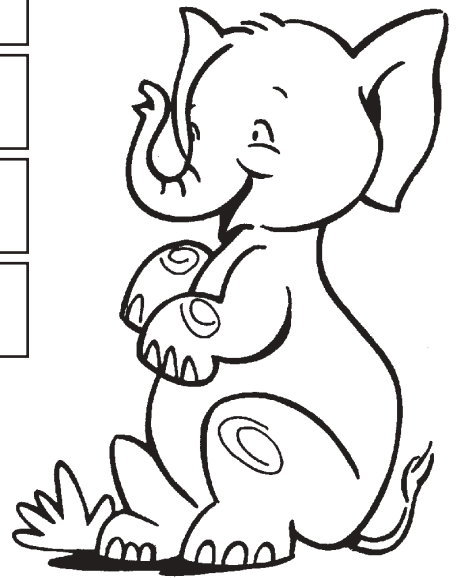
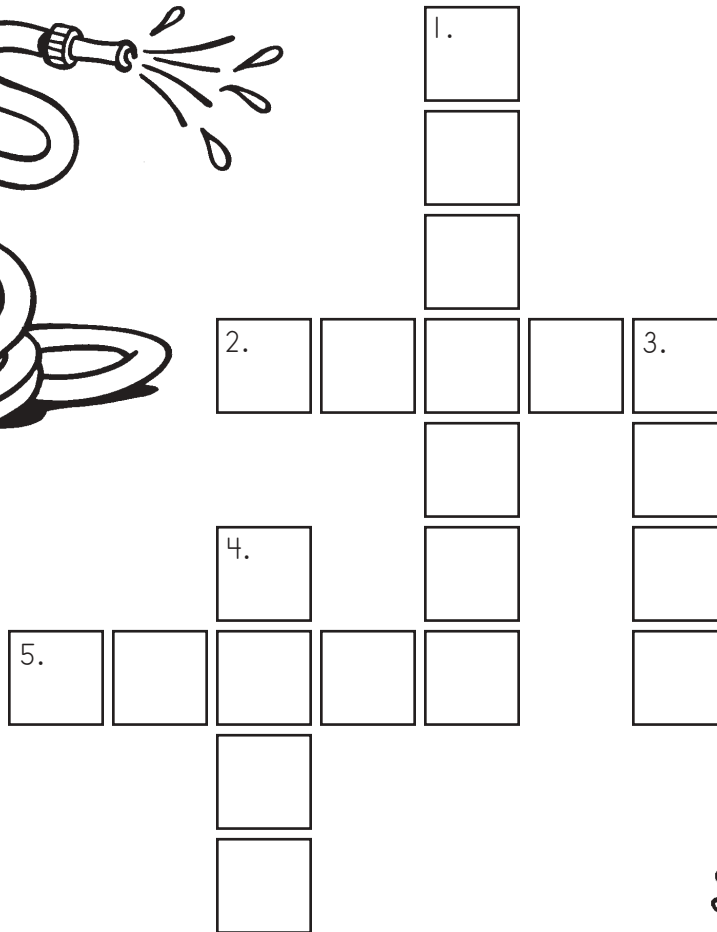
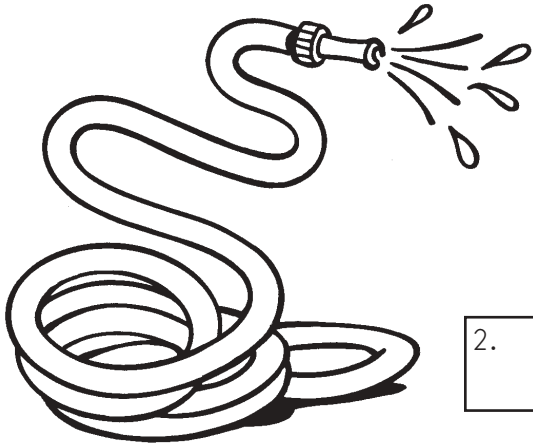
always

very

INSTRUCTIONS: Ask the child to practice reading the words and phrases below before reading the book.

1 New words	Gail • snail • Spain • train • great brain • tail • paid • grain • they hey • freight • weight • day • stayed
2 Reviewed words	inside • ticket • weather • health • week meet • leave • speedy • each • eat
3 New h-f words	should • go • said • where • I • you have • never • about • later • another
4 Reviewed h-f words	where • very • over • there • both know • good • happy • took always • lived
5 Phrases	paid for grain snail in Spain train will not fail
6 Sentences	Gail the snail sailed to Spain. Wait in the rain for the train.

INSTRUCTIONS: Have the child complete the sentences with words that have long *a* digraphs. Then have the child write the words in the crossword puzzle.



1. We _____ the elephants with the hose.
2. I like to ride on a _____ over the land.
3. Don't step on the _____.
4. The ship had a _____ made from cloth.
5. My mom puts my hair in a _____.

nail braid train sail sprayed